



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 11341354
SAU: Portland Public Schools
School: Lincoln Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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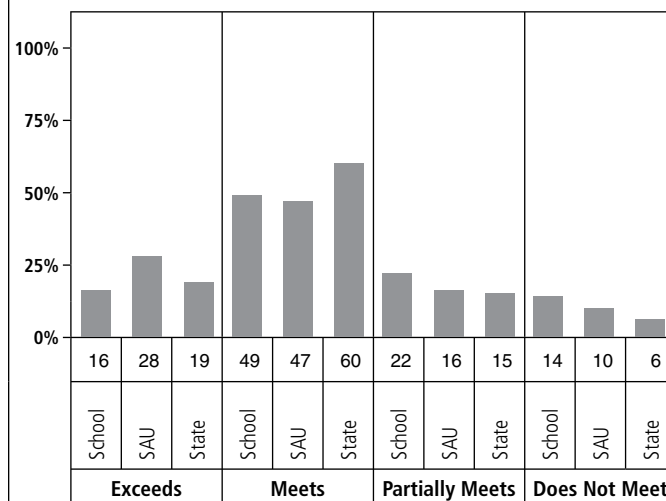
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lincoln Middle School

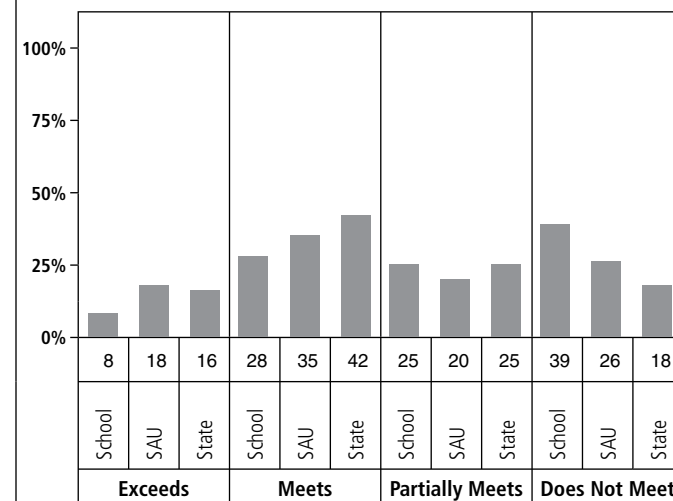
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	745	747	748
2007–2008	745	749	750
2008–2009	746	751	751
Cum. Avg.*	745	749	750
Mathematics			
2006–2007	737	742	742
2007–2008	737	740	743
2008–2009	735	743	745
Cum. Avg.*	736	742	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lincoln Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	159	100	515	100	14446	100	151	96	502	98	14316	99	157	99	508	99	14322	99						
Ethnicity African American/Black	37	23	111	22	432	3	32	86	104	94	416	97	36	97	108	97	421	98						
American Indian or Native Alaskan	0	0	2	0	124	1	0	0	2	100	121	98	0	0	2	100	122	99						
Asian or Pacific Islander	16	10	45	9	260	2	14	88	43	96	255	98	16	100	45	100	259	100						
Hispanic	6	4	25	5	147	1	6	100	25	100	144	99	6	100	25	100	144	99						
Caucasian/White	100	63	332	64	13483	93	99	100	328	100	13380	99	99	100	328	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	28	18	84	16	2428	17	27	100	82	100	2391	99	27	100	82	100	2391	99						
Current LEP	42	26	118	23	334	2	35	83	109	92	318	95	41	98	115	97	328	98						
Economically disadvantaged	80	50	246	48	5498	38	74	94	237	97	5431	99	79	100	242	99	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	113	71	344	67	11742	81	113	71	345	67	11754	81						
Identified disability (PET/IEP)	6	5	10	3	367	3	6	5	11	3	365	3						
LEP	17	15	47	14	168	1	17	15	47	14	169	1						
504 plan	0	0	1	0	183	2	0	0	1	0	187	2						
Participation with accommodations	35	22	138	27	2367	16	42	26	144	28	2366	16						
Identified disability (PET/IEP)	19	54	53	38	1819	77	19	45	52	36	1824	77						
LEP	17	49	59	43	143	6	24	57	66	46	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	3	35	25	358	15	1	2	35	24	346	15						
Participation through alternate assessment (PAAP)	2	1	19	4	205	1	2	1	19	4	202	1						
Identified disability (PET/IEP)	2	100	19	100	205	100	2	100	19	100	202	100						
LEP	0	0	2	11	5	2	0	0	2	11	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	1	1	1	0	2	0												
Approved non-participation – special consideration	1	1	3	1	33	0	1	1	3	1	32	0						
Non-participation – other	7	4	10	2	97	1	1	1	4	1	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lincoln Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	22	15	86	18	2630	18
	2007-2008	13	9	88	19	2604	18
	2008-2009	23	16	133	28	2618	19
	Cum. Total*	58	13	307	22	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	73	50	226	48	7605	51
	2007-2008	77	55	232	51	8049	55
	2008-2009	72	49	225	47	8484	60
	Cum. Total*	222	51	683	48	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	26	18	78	17	3000	20
	2007-2008	33	23	96	21	2672	18
	2008-2009	32	22	76	16	2108	15
	Cum. Total*	91	21	250	18	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	25	17	82	17	1620	11
	2007-2008	18	13	42	9	1190	8
	2008-2009	21	14	48	10	899	6
	Cum. Total*	64	15	172	12	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	30.7	54.8	34.3	61.3	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	10.6	53.0	11.8	59.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.2	56.1	22.5	62.5	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Portland Public Schools
 School: Lincoln Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	148	23	16	72	49	32	22	21	14	746	482	28	47	16	10	751	14109	19	60	15	6	751
Ethnicity																						
African American/Black	31	0	0	9	29	7	23	15	48	728	100	7	39	23	31	738	409	11	49	22	18	744
American Indian or Native Alaskan	0										1					117	12	53	19	16		746
Asian or Pacific Islander	14	1	7	7	50	4	29	2	14	744	43	12	56	23	9	747	253	24	59	11	6	753
Hispanic	6	0	0	3	50	2	33	1	17	740	24	8	50	25	17	743	142	14	56	17	13	747
Caucasian/White	97	22	23	53	55	19	20	3	3	752	314	38	48	11	3	757	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	9	36	13	52	3	12	739	63	8	40	38	14	742	2186	2	36	35	27	737
No	123	23	19	63	51	19	15	18	15	747	419	31	48	12	9	753	11923	22	65	11	3	754
Current LEP																						
Yes	34	0	0	7	21	11	32	16	47	727	106	3	33	32	32	735	311	4	41	29	26	739
No	114	23	20	65	57	21	18	5	4	751	376	35	51	11	4	756	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	72	4	6	26	36	22	31	20	28	737	223	10	42	29	20	742	5300	8	58	22	11	746
No	76	19	25	46	61	10	13	1	1	754	259	43	51	5	2	760	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	148	23	16	72	49	32	22	21	14	746	482	28	47	16	10	751	14101	19	60	15	6	751
Gender																						
Female	70	13	19	36	51	13	19	8	11	748	235	34	46	13	7	754	6993	24	61	11	4	754
Male	78	10	13	36	46	19	24	13	17	744	247	21	47	18	13	749	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	5	25	5	25	10	50	728	206	38	36	13	13	752	1025	10	53	27	11	745
No	128	23	18	67	52	27	21	11	9	749	276	20	55	18	8	751	13084	19	61	14	6	752
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	764	25	80	20	0	0	769	676	66	33	1	0	766
No	143	20	14	70	49	32	22	21	15	745	457	25	48	17	11	750	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lincoln Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	5	45	4	36	2	18	740	5	8	44	16	32	740	7	8	48	25	19	743
B. less than one hour	61	16	18	46	52	16	18	11	12	747	52	28	48	17	7	752	52	17	62	15	6	751
C. one to two hours	27	6	15	19	49	11	28	3	8	748	38	32	47	14	7	754	37	23	61	12	4	753
D. more than two hours	5	1	14	2	29	1	14	3	43	739	4	10	40	20	30	741	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	10	21	20	43	10	21	7	15	747	42	42	38	11	10	756	30	33	56	7	4	756
B. good	49	13	18	41	58	9	13	8	11	748	44	21	59	13	7	751	49	16	64	14	5	751
C. fair	18	0	0	10	37	13	48	4	15	739	13	8	38	42	12	743	19	5	59	26	10	745
D. poor	1	0	0	1	100	0	0	0	0	754	1	20	40	0	40	742	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	8	16	29	59	7	14	5	10	748	34	37	47	9	7	755	33	24	62	10	3	754
B. They match some of what I have learned.	46	12	19	35	55	12	19	5	8	749	50	27	50	16	6	752	52	18	62	15	5	751
C. They match just a little of what I have learned.	18	3	12	6	24	9	36	7	28	740	15	16	38	24	22	745	11	11	54	23	13	746
D. There is no match.	1	0	0	1	50	0	0	1	50	725	2	14	29	29	29	736	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	21	2	7	13	45	4	14	10	34	738	19	28	38	14	20	748	17	16	55	18	12	748
B. about the same as my regular schoolwork	67	17	18	51	54	19	20	7	7	749	66	27	51	15	7	753	65	19	62	14	5	752
C. easier than my regular schoolwork	12	4	24	7	41	5	29	1	6	748	15	33	46	16	6	754	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	1	6	3	18	4	24	9	53	727	10	13	24	29	33	736	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	56	11	14	41	51	20	25	8	10	747	51	18	53	20	9	749	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	32	11	24	28	61	6	13	1	2	755	39	45	47	6	2	760	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	36	9	18	24	48	11	22	6	12	747	40	28	45	16	11	751	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	58	14	18	42	53	14	18	10	13	748	55	29	50	14	6	753	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	5	56	4	44	0	0	745	5	17	46	25	13	747	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	21	5	17	13	43	7	23	5	17	745	22	34	40	17	9	754	21	27	57	11	5	755
B. 20 minutes to an hour	51	16	22	37	50	13	18	8	11	749	57	32	49	12	7	754	45	22	62	12	4	753
C. less than 20 minutes	12	1	6	10	56	3	17	4	22	743	9	14	50	18	18	746	13	13	61	17	8	749
D. I rarely read at home.	16	1	4	12	52	9	39	1	4	744	11	9	48	30	13	744	21	7	59	24	11	746
Optional school/SAU question																						
A.	17	0	0	0	0	0	0	2	100	720	28	10	30	20	40	737						
B.	42	0	0	2	40	2	40	1	20	736	22	0	25	50	25	735						
C.	8	0	0	0	0	1	100	0	0	740	25	22	56	11	11	750						
D.	33	0	0	1	25	0	0	3	75	723	25	22	11	22	44	734						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lincoln Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	16	11	74	16	2142	14
	2007-2008	12	8	65	14	2028	14
	2008-2009	13	8	90	18	2220	16
	Cum. Total*	41	9	229	16	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	55	37	184	39	5642	38
	2007-2008	48	33	148	32	5703	39
	2008-2009	44	28	171	35	5879	42
	Cum. Total*	147	33	503	35	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	32	22	101	21	4077	27
	2007-2008	43	30	128	28	3733	26
	2008-2009	38	25	100	20	3537	25
	Cum. Total*	113	25	329	23	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	45	30	117	25	3001	20
	2007-2008	41	28	119	26	3054	21
	2008-2009	60	39	128	26	2484	18
	Cum. Total*	146	33	364	26	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	23.8	42.5	28.9	51.6	29.9	53.4
A. Number	14	25	6.2	44.3	7.2	51.4	7.7	55.0
B. Data	16	29	6.6	41.3	8.2	51.3	8.1	50.6
C. Geometry	12	21	5.5	45.8	6.6	55.0	6.9	57.5
D. Algebra	14	25	5.4	38.6	7.0	50.0	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Portland Public Schools
 School: Lincoln Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	155	13	8	44	28	38	25	60	39	735	489	18	35	20	26	743	14120	16	42	25	18	745
Ethnicity																						
African American/Black	36	0	0	2	6	7	19	27	75	716	105	2	20	18	60	725	416	5	26	28	41	733
American Indian or Native Alaskan	0										1						119	8	30	31	30	737
Asian or Pacific Islander	16	1	6	5	31	4	25	6	38	734	45	20	31	22	27	742	258	25	43	19	13	750
Hispanic	6	0	0	1	17	2	33	3	50	733	24	0	25	38	38	733	142	8	39	23	30	739
Caucasian/White	97	12	12	36	37	25	26	24	25	742	314	25	41	20	14	749	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	2	8	6	24	17	68	724	63	6	25	19	49	732	2189	2	17	27	53	728
No	130	13	10	42	32	32	25	43	33	737	426	20	36	21	23	744	11931	18	46	25	11	748
Current LEP																						
Yes	41	0	0	1	2	9	22	31	76	716	113	2	13	22	63	723	323	4	20	28	48	729
No	114	13	11	43	38	29	25	29	25	741	376	23	41	20	15	748	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	78	0	0	12	15	22	28	44	56	725	229	5	24	25	46	731	5308	7	35	30	28	738
No	77	13	17	32	42	16	21	16	21	744	260	30	45	16	8	753	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	155	13	8	44	28	38	25	60	39	735	489	18	35	20	26	743	14112	16	42	25	18	745
Gender																						
Female	73	5	7	22	30	19	26	27	37	735	238	18	39	21	23	744	6992	16	43	25	16	745
Male	82	8	10	22	27	19	23	33	40	734	251	19	31	20	29	742	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	21	0	0	1	5	4	19	16	76	717	207	24	34	16	26	745	1024	7	26	36	31	736
No	134	13	10	43	32	34	25	44	33	737	282	14	36	24	26	741	13096	16	43	24	17	745
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	766	25	76	24	0	0	769	676	68	29	2	0	767
No	150	10	7	42	28	38	25	60	40	734	464	15	36	22	28	741	13444	13	42	26	18	744

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lincoln Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	2	17	3	25	1	8	6	50	730	5	12	23	19	46	732	7	6	30	28	36	735
B. less than one hour	59	10	11	24	27	23	26	32	36	736	52	20	32	22	25	743	52	16	42	25	17	745
C. one to two hours	27	1	2	14	34	14	34	12	29	737	38	19	42	20	19	746	37	18	44	24	14	747
D. more than two hours	7	0	0	3	30	0	0	7	70	720	5	4	35	9	52	730	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	8	21	12	32	6	16	12	32	740	24	39	30	12	19	751	26	35	43	12	9	754
B. good	43	4	6	21	32	20	31	20	31	737	48	17	42	19	22	745	46	13	48	25	15	745
C. fair	23	1	3	7	20	7	20	20	57	729	23	5	30	29	36	735	23	3	32	37	27	737
D. poor	9	0	0	4	31	5	38	4	31	730	5	0	23	36	41	729	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	23	1	3	17	50	7	21	9	26	739	29	22	41	17	20	747	26	23	43	20	13	749
B. They match some of what I have learned.	50	7	9	18	24	28	37	22	29	737	55	19	34	25	23	744	53	15	45	26	15	746
C. They match just a little of what I have learned.	23	4	11	9	26	3	9	19	54	733	14	11	35	14	41	736	17	9	35	32	24	740
D. There is no match.	5	1	14	0	0	0	0	6	86	713	3	17	8	17	58	727	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	38	5	9	15	26	14	25	23	40	734	36	9	41	21	29	739	37	8	40	29	23	740
B. about the same as my regular schoolwork	50	4	5	25	34	18	24	27	36	736	53	21	36	18	24	745	51	16	44	25	15	746
C. easier than my regular schoolwork	12	4	22	4	22	5	28	5	28	740	11	38	19	25	17	749	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	45	7	10	17	25	21	31	23	34	735	46	18	34	22	25	742	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	50	5	7	26	35	14	19	30	40	736	50	20	38	17	24	745	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	13	1	13	3	38	3	38	733	4	11	21	32	37	733	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	1	8	4	33	1	8	6	50	731	7	16	38	13	34	739	8	8	30	29	33	737
B. 30–45 minutes	34	1	2	18	36	11	22	20	40	733	43	16	37	19	28	742	38	13	40	27	20	743
C. 45–60 minutes	49	11	15	20	27	20	27	22	30	739	45	24	36	22	19	747	42	20	45	23	12	748
D. more than 60 minutes	9	0	0	2	14	4	29	8	57	726	5	0	20	28	52	728	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	5	2	25	0	0	1	13	5	63	726	13	16	41	20	23	741	15	19	38	25	19	745
B. two or three days a week	22	4	12	7	21	8	24	14	42	735	44	24	33	20	23	745	31	18	42	24	16	746
C. two or three times a month	42	4	6	21	33	15	23	24	38	736	28	16	37	19	29	742	26	17	43	24	17	746
D. never or almost never	30	3	7	16	35	14	30	13	28	736	15	11	36	26	27	739	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	23	8	24	10	29	9	26	7	21	746	10	18	31	24	27	743	10	12	39	24	24	741
B. two or three days a week	32	4	8	16	33	10	21	18	38	736	32	12	39	22	27	740	22	13	43	26	18	744
C. two or three times each month	27	1	2	13	32	13	32	14	34	735	42	26	37	20	17	749	33	18	44	25	13	747
D. never or almost never	19	0	0	5	18	6	21	17	61	721	16	13	28	16	43	734	35	16	40	25	19	744
Optional school/SAU question																						
A.	23	0	0	0	0	1	33	2	67	711	30	9	18	18	55	725						
B.	38	0	0	0	0	2	40	3	60	724	22	0	0	25	75	721						
C.	8	0	0	0	0	0	0	1	100	708	24	22	22	22	33	736						
D.	31	0	0	0	0	1	25	3	75	713	24	11	0	22	67	723						

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